

## Announcements

The Council of Writing Program Administrators is pleased to announce its first Award for **Best Article in *WPA: Writing Program Administration*.** “Constructing Composition: Reproduction and WPA Agency in Textbook Publishing,” by Professor Libby Miles of the University of Rhode Island, has been selected for the Award for Best Article for 1999-2000.

The CWPA has established this award as part of our efforts to develop and promote an understanding of writing program administration as intellectual work of depth, sophistication, and significance. The Awards Committee developed the following criteria for selection: 1) The article has an informed methodological or theoretical perspective; 2) The article is generative, suggesting ways of thinking beyond its immediate context so others can use, build on, or transform the ideas; 3) The article is useful to people in multiple settings and multiple contexts; 4) The article is connected to writing and writing instruction itself and helps the writing program administrator to think about these; 5) The Article helps WPAs get inside of and reflect on real practices in programs and institutions; 6) The article is interventionist, stimulating thought about a plan of action; 7) The article suggests potential for replication in other professional and institutional contexts; 8) The article has potential for continuing relevance for many years to come. Members of the Award Selection Committee were Shirley K Rose, Chair (Purdue University), William Condon (Washington State University), Marguerite Helmers (University of Wisconsin Oshkosh), Joseph Janangelo (Loyola University Chicago), and Ellen Quandahl (San Diego State University).

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***WPA: Writing Program Administration*** is soliciting manuscripts for a special-topic issue, “Changing the First-Year Writing Curriculum,” guest-edited by Christine Farris. We seek essays on major changes WPAs have made in the first-year writing curriculum at the program level, particularly new combinations of writing, reading, speaking, cultural studies, cross-curricular , or extracurricular work. Essays should address theoretical, pedagogical, political and practical reasons for the changes, and how the changes in curriculum affect who teaches the first-year writing course, instructor preparation, and institutional relationships. The deadline for submission of manuscripts is July 1, 2002. Please send manuscripts directly to Christine Farris, Department of English, Ballantine Hall 442, Indiana University, Bloomington, Indiana 47405. E-mail: [crfarris@kate.ucs.indiana.edu](mailto:crfarris@kate.ucs.indiana.edu).

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## Annual WPA Summer Workshop

July 7-11, 2002, Salt Lake City, Utah. Hosted by the University Writing Program, University of Utah. WPA invites up to 30 prospective and new writing program administrators—as well as experienced WPAs desiring renewal—to take part in an intensive four-day workshop in writing program administration. The Workshop will provide information, strategies, advice, encouragement, and a rich and supportive professional network.

The Workshop is intended not only for those with formal WPA appointments but also for others who are *de facto* WPAs, having primary responsibility for writing instruction or support of writing instruction on their campuses. Representatives from community colleges are especially encouraged to attend.

Topics will include curriculum and program design, faculty development, assessment, writing centers, and use of technology. We will consider administrative concerns, such as program organization, budget and personnel management, institutional contexts, and the politics of running writing programs. We will address career concerns of WPAs. Participants will also be encouraged to raise issues from their own professional situations.

The workshop will begin Sunday evening, July 7, and will conclude with lunch on Thursday, July 11. Sessions will run from 9 to 4:30 each day, with consulting times available in the evenings.

**Workshop Leaders:** *Jeanne Gunner* is director of Core Composition at Santa Clara University and editor of *College English*. *Duane Roen*, Director of the Center for Learning and Teaching Excellence at Arizona State University, served as WPA on the same campus.

**About Salt Lake City, Utah:** Salt Lake City is the home of the University of Utah, the 2002 Winter Olympics, and the world's largest collection of family history records. From the University, visitors can easily access downtown by bus, light rail, and taxi. The city has a gift for flowers and gardens that visitors will enjoy. The new multi-use Gateway center downtown offers thirty acres of excellent shopping, dining, and entertainment. Temperatures in early July run in the high 80s. For more information about Salt Lake City, point your browser to <http://utah.citysearch.com/>

**Workshop Location:** The University of Utah and Olympic Village sit on the foothills of the Wasatch Mountains, with easy access to the Bonneville Shoreline Trail for hiking or jogging, or enjoying a view of the valley. The University Golf Course is a five-minute walk from the workshop site, perfect for evening recreation. access

to University recreational facilities can be arranged on request. For more information about the host university, visit <http://www.utah.edu>. For more information about the host writing program, visit <http://www.utah.edu/uwp/about.html>

The \$730 workshop fee includes all materials, meals, and double-occupancy lodging at the University of Utah Olympic Village, Sunday through Wednesday. Special events include a Sunday evening supper and reception, a Tuesday night banquet, and a Thursday lunch (sponsored by Longman). For more details, please point your browser to <http://www.cc.utah.edu/~dd4/wpaworkshop.html> or e-mail Doug Downs at [d.downs@utah.edu](mailto:d.downs@utah.edu)

## **2002 Summer Workshop Registration Form**

Please e-mail [d.downs@utah.edu](mailto:d.downs@utah.edu) if you intend to register. Then photocopy, complete, and mail this form, with your personal or business check payable to the University Writing Program, to the address below.

Name \_\_\_\_\_  
(as you would like it to appear on your badge)

Institution \_\_\_\_\_

E-mail: \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (work) \_\_\_\_\_ (home) \_\_\_\_\_

Fax: \_\_\_\_\_

### **Fees**

\_\_\_\_\_ Workshop Fee — \$730

\_\_\_\_\_ Workshop Fee, Late Registration (June 1-June 30) — \$780

\_\_\_\_\_ Accompanying Family or Guests (until June 30; \$300/person)

\_\_\_\_\_ Banquet Fee for Family or Guests — \$30 per person

### **Total Payment**

- Include a check for the workshop registration fee with this form.
- Reservations for additional family/guests may be made at any time through June 30. However, because housing availability is subject to change, we encourage you to make reservations and payments for family/guests with this form.
- No workshop registrations or family/guest reservations can be accepted after June 30.
- Full refunds will be given for cancellations received in writing by June 30, 2002. After June 30, a partial refund of \$400 will be given.

Please mail completed form and check (payable to the University Writing Program) to: Bridgid Best, ATTN: WPA Workshop, University Writing Program , University of Utah, 255 South Central Campus Drive, Room 3700, Salt Lake City, UT 84112-0495. **Details:** <http://www.cc.utah.edu/~dd4/wpaworkshop.html>. **Questions?** [d.downs@utah.edu](mailto:d.downs@utah.edu)

## Call for Proposals WPA<sup>2002</sup>: The Form(ation) of Relationships

July 11-14, 2002, Park City, Utah. Organized by The Council of Writing Program Administrators (WPA). Plenary Speakers: *Barbara Cambridge, Doug Hesse, Becky Howard, and Tom Miller*. Program Chair: Kathleen Yancey. Local Arrangements: Kristine Hansen. Host: Brigham Young University

It's a truism that WPAs act as the nexus for a diversity of constituencies. Most of us became teachers so that we could work with students, fostering relationships with them and helping them foster relationships with the materials of and the intellectual life represented in the curriculum. As WPAs, we continue this effort, especially at a programmatic level, where we bring together students, discourses of the curriculum, discourses of the academy, and (for many of us) discourses of the public. And as part of this rhetorical situation, we develop another set of relationships, socializing—as we are socialized by—graduate students joining us as fellow scholars and teachers.

At the same time WPAs find themselves talking with, coordinating with, working with, and sometimes coming into conflict with, many others, among them—high school faculty, faculty in various programs and departments across campus/es, other administrators on and off campus, and, colleagues and others around the country. From one perspective, then, positive relationships of various kinds are at the heart of what WPAs do. Without them, WPAs can't accomplish much. With them, much synergy and symbiosis can result. Everyone gains something.

WPAs also do the intellectual work that the formation of relationship requires. They tease out the connections and overlaps between and among syllabus and curriculum and program and assessment and student identity, creating an experience that locates students and helps them enter and thrive within the academy and beyond. WPAs help theory inform practice inform theory. WPAs bring the past into dialogue with both present and future.

I invite proposals addressing this theme as well as those addressing any issue of concern or interest to WPAs, including those who work in WAC programs, writing centers, technical or professional communication programs, departments of writing, graduate programs, and freshman composition programs.

- What are the “natural” relationships for us? What form do they take? What kind of culture fosters them? What about them makes them natural, and how might we build upon them?

- As the role and work of WPAs have changed, how has our relationship-making changed?
- Is there a life cycle to the relationships that center WPAs? We talk in stages—initiation, maintenance, and elaboration or extension: is this too simplistic a model? What are other models? How does a model influence what we do?
- Can we identify impediments to relationships? Are they systematic? How might we categorize them? As important, how might we productively respond to them?
- How does relationship-making change the work that we do? How does it change us?

I also strongly encourage reports on assessments of writing programs or features within them, including “local” studies, discussions of effective practices in program design, faculty development, working conditions, and so on. I welcome as well analyses of issues like distance learning, articulation, technologies and writing, and education reform. Of particular interest this year, perhaps, are three related topics: 1) the nature of dual enrollment programs; 2) the nature and experience of specifically relationship-based programs like learning communities and service learning programs; and 3) our construction of the theory-practice relationship. These topics are merely suggested. Please feel free to discuss ideas with me. I invite proposals for a range of formats, including standard papers, workshops, roundtables/issue groups, and “effective practices” and/or poster presentations.

In the spirit of recent WPA conferences, this one, too, will be participant-centered and highly interactive, with frequent breakouts, working group sessions, extensive discussions, and social opportunities.

The conference will open Thursday with a plenary address and a reception and will close Sunday morning. Registration costs of \$210, with discounts for nontenure-line registrants, will include breakfasts, receptions, breaks, and a banquet.

*About Park City:* Park City’s “old town” has been beautifully restored and preserved and is home to many award-winning restaurants, several theaters, a variety of art galleries, interesting and expensive shops, a couple of museums, and a good sprinkling of taverns and micro-breweries. In the summer, the hills and mountains surrounding Park City offer a variety of outdoor activities, including hiking, mountain biking, horseback riding, fishing, golfing, hot air ballooning, hay rides, Alpine sliding, taking chair lifts to the summits.

The conference is being hosted by the Shadow Ridge Lodge, where rates will be \$65/night for a hotel room, \$100 for a one-bedroom condo, and \$120 for a two-bedroom condo.

*Transportation:* The Salt Lake International Airport is just ten minutes from the heart of downtown. Two van shuttles take passengers from the airport to Park City, about 38 miles away, for \$27 per person, one-way. Rental cars are also available at the airport. The airport is Delta's western hub, and is served by nine major and two regional airlines.

*Submission Information:* Proposals—of not more than one page, single spaced—received by February 15, 2002, will receive highest priority, and invitations based on those proposals will be issued March 15. Should program openings remain, additional proposals will be received until March 15 and invitations sent by April 15. Please include a cover sheet with the following information: Name; Address; Email ID; Type of Session

Please send completed proposals and inquiries to Kathleen Yancey, 2002 WPA Program Chair, Department of English, PO Box 340524, 602 Strode Tower, Clemson University, Clemson, SC 29634-0524. [Kyancey@clemson.edu](mailto:kyancey@clemson.edu). Phone 864-656-5394. FAX 864-656-1846

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## **WPA Assessment Institute (July 11, 2002)**

WPA will offer a one-day Assessment Institute on July 11, 2002, just prior to the opening of WPA 2002. Led by Chris Anson, Chet Pryor, and Kathleen Yancey, the Institute will focus on issues of program assessment. Specifically, participants will examine 1) various options for program assessment; 2) the advantages and disadvantages of each; 3) ways to negotiate for best assessment practices, and 4) ways to represent and build on findings.

Hosted at the Shadow Ridge Lodge in Park City, the site of WPA2002, the Institute will run from 8-4 and will include lunch. Enrollment is limited to 25 people, and the cost is \$125. The WPA Executive Board has established a fund of \$250 to assist those whose institutions are unable to cover the full cost. Please see the February Newsletter for additional details; to sign up before then, please email Kathleen Yancey [kyancey@clemson.edu](mailto:kyancey@clemson.edu)

**Institute Leaders:** *Chet Pryor*, as a testing coordinator for Montgomery College, maintained day-to-day control of one campus' exit assessment process for first-semester writing. From high school teacher to Professor of English, for over 34 years of teaching he has seen

assessment from both the secondary and college perspectives. Chet's most recent assessment activity was the development and delivery of an assessment workshop for the 2001 NCTE Conference in Baltimore.

*Chris Anson* is Professor of English and director of the Campus Writing and Speaking Program at North Carolina State University, where he is working with nine colleges to implement curricular changes in writing and speaking based on departmental-specific outcomes assessment. Much of his professional work and publications have focused on classroom-based assessment practices, especially in response to student writing. Chris has spoken or led faculty workshops at over 200 conferences and universities in 38 states and five foreign countries.

*Kathleen Blake Yancey*, Roy Pearce Professor of English at Clemson University, has worked in assessment for over two decades, directing a testing center, developing portfolio models for classroom and programmatic purposes, and coordinating projects linking high schools and colleges. Since 1998, she has consulted for a FIPSE project linking Tidewater Community College and Virginia Beach City Schools. She also works in program assessment; one of her current projects is assisting UC Davis document their Hewlett-sponsored general education reform.

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## The Reasoning Center

At <http://www.reasoningcenter.org/>, The Reasoning Center is a multi disciplinary Website promoting the use of computerized resources to aid in the teaching of reasoning—is pleased to announce its first conference: Improving the Reasoning of College Students.

The Center is seeking colloquia on effective classroom techniques for improving reasoning skills in a variety of disciplines. Examples of possible topics are improving reasoning in English composition classes, innovative courses in logic and critical thinking, problem solving techniques in the physical and social sciences, teaching decision techniques in business and data management, explaining the logic operators in computer programming courses, and new methods for teaching mathematical concepts.

Presentations should last no more than 50 minutes, including discussion and displays. We encourage the use of technology, including demonstrations of computer programs used in teaching. As a preliminary stage, a one page précis, as part of an email message, may be sent to [director@reasoningcenter.org](mailto:director@reasoningcenter.org). Include your name, position, depart-

ment and university affiliation, email and mailing addresses. Deadline is March 1, 2002. The conference itself will be next May 20th and 21st, 2002, at Virginia Commonwealth University in Richmond, Virginia.

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**Call for Papers:** *More than 100 Years of Solitude: WPA Work before 1976.* Writing Program Administration publications have focused almost solely on the contemporary pedagogical and ideological trends and influences, on training, theory, practice and research. However, none of this scholarship focuses on the institutional, political, and fiscal battles that surrounded writing instruction (whether introductory writing or service writing courses) at most American institutions from the point in the 1890s when composition became a required course at so many schools.

The result is that not only is our sense of history of Writing Program Administration often one-sided, but we also have little historical context for the ever-changing conditions of our departmental situations. Historical amnesia of this sort therefore creates an under-theorized discourse.

In response to this, we are proposing an edited collection that focuses on the history of writing program administration prior to the establishment of the WPA. We are seeking abstracts for articles that address the following questions: What are the untold narratives of writing program administration? Who are the specific faculty/administrators who have contributed to this history? What specific histories have contributed to (or detracted from) the legitimacy of the field? What methodological questions need to be addressed when writing an administrative history? What are some of the difficulties that surround the writing of administrative histories? How do such histories help inform theory and practice of Writing Program Administration today? Deadline for proposals and/or manuscripts: July 1, 2002. Contact Information: Dr. Barbara L'Eplattenier, Department of Rhetoric and Writing, University of Arkansas-Little Rock, Little Rock, AR 72204; E-mail: bleplatt@ualr.edu. Or, Dr. Lisa Mastrangelo, College of St. Elizabeth, Santa Maria Hall, Morristown, NJ 07960; Email: lmastrangelo@liza.st-elizabeth.edu

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**JWPAs: Voices from Above, Below, and Within,** Debra Dew and Alice Horning, Editors. We invite papers for a new collection to examine the position of junior faculty members as Writing Program Administrators. While WPA guidelines recommend that administrative appointments be

offered at the associate level, junior faculty find such positions enticing, and English departments and university administrators regularly launch young, untenured faculty into administrative space. Our goal is to identify and examine critically the politics of the JWPA position. This collection speaks to graduate students presently dreaming of venturing into administrative space/s, nurturing their desires, and to their administrative mentors, as well as to senior faculty and administrators who authorize such positions.

We invite submissions from senior faculty, such as department chairs, graduate program directors, and senior administrators who see the position of WPA from the point of view of upper administration. From this perspective, how is writing program administration viewed, and how are junior faculty who take such positions perceived? How are new PhDs encouraged to take on administrative work or discouraged from doing so, and why? Issues of mentoring and ethics can also be explored.

We invite submissions from junior faculty members or PhD students who are considering administrative work in writing programs. What are the attractions of working as a WPA, particularly prior to earning tenure? What are the concerns about career development as well as personal and professional issues? We invite articles that explore the nature of administrative desire, its origins and aims. How is administrative desire stirred in graduate students, and to what extent may WPA desire prove dangerous: professionally, politically, physically-for writing program administrators at the junior level?

We invite submissions from working writing program administrators, both junior and senior. What are the strengths of taking a WPA post as an untenured faculty member? Along with explorations of issues of authority and administrative responsibility, we welcome articles that frankly discuss the impact of administrative workloads on the JWPA's progress toward tenure and promotion, including time management, the challenge of simultaneously expending creative energy on self (research and teaching) and the program (writing faculty and students). In addition, we seek articles that explore the types of rhetorical training doctoral students need to get positions as JWPAs and also to manage the demands of both tenure and promotion and the critical problem solving requirements of the job.

Submit a 500-1000 word abstract to both Alice Horning and Debra Dew, either electronically (attached to email as a Word document) or on paper as follows: Alice Horning, Department of Rhetoric, Communication and Journalism, 316 Wilson Hall, Oakland University, Rochester, MI 48309, or email [horning@oakland.edu](mailto:horning@oakland.edu). For Debra Dew,

Department of English, University of Colorado at Colorado Springs,  
1420 Austin Bluffs Parkway, PO Box 7150, Colorado Springs, CO 80933-  
7150 or email ddew@brain.uccs.edu. Proposal review begins January 30,  
2002, with completed papers due June 1, 2002.

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**The Third Symposium on Second Language Writing** will be held on October 11-12, 2002 at Purdue University, West Lafayette, Indiana, USA. This year's Symposium, entitled "Constructing Knowledge: Approaches to Inquiry in Second Language Writing," will feature sixteen scholars who will explore various ways in which knowledge is constructed, transformed, disseminated and negotiated in the field of second language writing. Presenters will include: Dwight Atkinson, Linda, Lonon Blanton, Colleen Brice, Christine Pearson Casanave, Dana Ferris, John Flowerdew, Richard Haswell, Sarah Hudelson, Ken Hyland, Xiaoming Li, Rosa Manchon, Paul Kei Matsuda, Susan Parks, Miyuki Sasaki, Tony Silva, and Bob Weissberg. For more information, please visit: <http://icdweb.cc.purdue.edu/~silvat/symposium/2002/>.

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***The Writing Instructor***, a freely available networked journal and digital community, announces the release of Beta 2.0, "The Role of Writing in Teaching Media Literacy and Popular Culture in the Secondary School" at <http://www.writinginstructor.com>. This release, edited by Janet Alsup, includes hypertexts, essays, an interview, and classroom activities featuring Roy Fox, Donna Alvermann, Carrie King Wastal, Rich Lane, Diane Penrod, Renee Hobbs, David Rieder, Stanley Harrison, and Bronwyn T. Williams. Beta 3.0, a multi-journal, multi-site issue on electronic publishing and in cooperation with *Academic.Writing*, *CCC Online*, *Enculturation*, and *Kairos* is in development. Archives of all articles from the print version of *TWI* (1981-1997) will also be available online soon. *TWI* accepts open submissions for peer review year round. Contact editors and publishers David Blakesley ([blakesle@purdue.edu](mailto:blakesle@purdue.edu)) or Dawn Formo ([dformo@csusm.edu](mailto:dformo@csusm.edu)) for more information, or visit the Website at <http://www.writinginstructor.com>.

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The Council of Writing Program Administrators Website:

<http://www.wpacouncil.org>

## Contributors to WPA 25.1/2

**Diane Boehm**, Director of the University Writing Program at Saginaw Valley State University in Michigan, a university with about 9000 students, has developed the cross-disciplinary writing program over the past seven years. Recently appointed Director of Instructional Support Programs, she also coordinates faculty development activities, with the goal of providing opportunities for both students and faculty to become ever more effective. She also chairs the Teaching and Learning with Technology Roundtable, which focuses on best practices for integrating technology into teaching and learning. Her current research, in collaboration with a Polish colleague who created course modules for the European Union-funded Leonardo da Vinci distance learning project, explores ways in which cultural values and national traditions shape integration of technology into teaching and learning.

**Jacqueline Evans** received her MA in applied linguistics from the University of Illinois at Chicago. She has taught ESL and composition at DePaul University, University of Illinois at Chicago and the City Colleges of Chicago. She and Jessica Williams are the authors of *Getting There: Tasks for Academic Writing* (Heinle, 2000).

**Eric Gardner** teaches American literature and culture, multimedia studies, and writing at Saginaw Valley State University. He has coordinated writing centers at SVSU (where he founded the “Teachers in the Center” program with Diane Boehm) and the University of Illinois at Urbana-Champaign.

**Mary E. Hocks** is an Assistant Professor of English at Georgia State University, where she teaches rhetoric and composition courses and also directs the writing across the curriculum program. She has published articles on hypertext, gender and technology, and multimedia design in *Pre/Text*, *Computers and Composition*, *Works and Days*, and *Electronic Communication Across the Curriculum*. Her co-edited book, *Eloquent Images*, an interdisciplinary collection of essays about visual rhetoric in new media, is forthcoming from MIT Press.

**Deborah Huntley** received her PhD in Chemistry from Cornell University in 1984. She was employed for fourteen years as a research chemist at Oak Ridge National Laboratory, where she published over thirty papers on the mechanisms of heterogeneous catalytic reactions. During her years at ORNL, she served as research advisor for numerous

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graduate and undergraduate students and ultimately decided to make higher education her career. She joined the faculty of Saginaw Valley State University in 1998 and is currently both Associate Professor of Chemistry and Acting Assistant Dean of the College of Science, Engineering, and Technology.

**Gary M. Lange** is an Associate Professor in the Department of Biology at Saginaw Valley State University. He teaches undergraduate courses in anatomy and physiology, general biology, ethology, endocrinology, and neurobiology. At the graduate level, he teaches several courses in science education. His scientific research interests focus on hormonal and developmental aspects of behavior in animals. In education research, his focus is on developing constructivist pedagogy in K-12 science and the incorporation of writing at all levels of science education. Gary is very interested in discussing and collaborating with other scientists and science educators in projects to develop greater emphasis on the actual practice of science research in the classroom.

**Rich Raymond** is a Professor of Rhetoric at the University of Arkansas at Little Rock, where he teaches composition, technical communication, composition theory, and the history of rhetoric. He has published articles on teaching composition, training TAs, and building learning communities. He also chairs the Department of Rhetoric and Writing and directs the Little Rock Writing Project.

**Carlann Fox Scholl** has MA degrees in American Studies and English (TESL) and is now a PhD student in Rhetoric and Composition at Purdue University. She has a previous publication in *ORTESOL Journal*. Her current projects include applications of genre and activity theory.

**Andrew Swihart** is an Associate Professor of Psychology at Saginaw Valley State University. His research interests are in the areas of the neuropsychology of normal aging and the dementias, clinical neuropsychological assessment, and forensic neuropsychology.

**Jessica Williams** teaches in the MA TESOL program at the University of Illinois at Chicago, where she also directs the ESL composition program. She has published articles on variety of topics in second language acquisition, including second language writing, lexical acquisition, and the effect of focus on form. She and Jacqueline Evans are the authors of *Getting There: Tasks for Academic Writing* (Heinle, 2000).